

# Daufuskie Elementary

PO Box 54

Daufuskie Island, SC 29915

**Grades** PK-8 Middle School

**Enrollment** 24 Students

**Principal** Mary Briggs 843-842-1251

**Superintendent** Edna H. Crews 843-322-2300

**Board Chair** Ms. Dale Friedman 843-322-2356

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	12	5	1	0

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### YES

This school met 5 out of 5 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Unsatisfactory	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Good	Average	No
<b>2005</b>	Below Average	Unsatisfactory	Yes

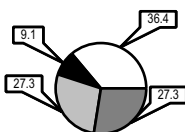
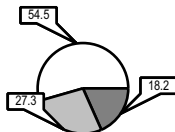
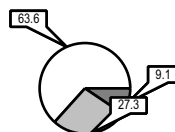
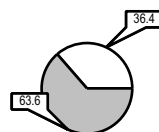
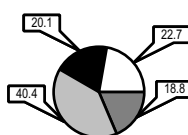
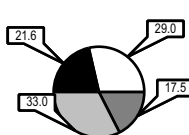
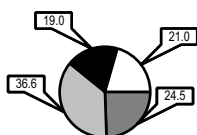
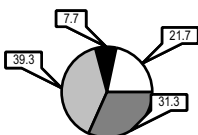
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

75.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	12	100.0	36.4	27.3	27.3	9.1	45.5	Yes	Yes
<b>Gender</b>									
Male	4	100.0	I/S	I/S	I/S	I/S	I/S		
Female	8	100.0	I/S	I/S	I/S	I/S	I/S		
<b>Racial/Ethnic Group</b>									
White	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	10	100.0	I/S	I/S	I/S	I/S	I/S		
Disabled	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	12	100.0	36.4	27.3	27.3	9.1	45.5		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	12	100.0	36.4	27.3	27.3	9.1	45.5		
<b>Socio-Economic Status</b>									
Subsidized meals	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Full-pay meals	8	100.0	I/S	I/S	I/S	I/S	I/S		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	12	100.0	54.5	27.3	18.2	0.0	27.3	Yes	Yes
<b>Gender</b>									
Male	4	100.0	I/S	I/S	I/S	I/S	I/S		
Female	8	100.0	I/S	I/S	I/S	I/S	I/S		
<b>Racial/Ethnic Group</b>									
White	8	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	10	100.0	I/S	I/S	I/S	I/S	I/S		
Disabled	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	12	100.0	54.5	27.3	18.2	0.0	27.3		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	12	100.0	54.5	27.3	18.2	0.0	27.3		
<b>Socio-Economic Status</b>									
Subsidized meals	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Full-pay meals	8	100.0	I/S	I/S	I/S	I/S	I/S		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	12	100.0	63.6	27.3	9.1	0.0	9.1
<b>Gender</b>							
Male	4	100.0	I/S	I/S	I/S	I/S	I/S
Female	8	100.0	I/S	I/S	I/S	I/S	I/S
<b>Racial/Ethnic Group</b>							
White	8	100.0	I/S	I/S	I/S	I/S	I/S
African American	2	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	10	100.0	I/S	I/S	I/S	I/S	I/S
Disabled	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	12	100.0	63.6	27.3	9.1	0.0	9.1
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	12	100.0	63.6	27.3	9.1	0.0	9.1
<b>Socio-Economic Status</b>							
Subsidized meals	4	100.0	I/S	I/S	I/S	I/S	I/S
Full-pay meals	8	100.0	I/S	I/S	I/S	I/S	I/S

<b>Social Studies</b>							
All Students	12	100.0	36.4	63.6	0.0	0.0	0.0
<b>Gender</b>							
Male	4	100.0	I/S	I/S	I/S	I/S	I/S
Female	8	100.0	I/S	I/S	I/S	I/S	I/S
<b>Racial/Ethnic Group</b>							
White	8	100.0	I/S	I/S	I/S	I/S	I/S
African American	2	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	10	100.0	I/S	I/S	I/S	I/S	I/S
Disabled	2	100.0	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	12	100.0	36.4	63.6	0.0	0.0	0.0
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	12	100.0	36.4	63.6	0.0	0.0	0.0
<b>Socio-Economic Status</b>							
Subsidized meals	4	100.0	I/S	I/S	I/S	I/S	I/S
Full-pay meals	8	100.0	I/S	I/S	I/S	I/S	I/S

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
<b>2004</b>	3	2	100.0	N/A	N/A	N/A	N/A	N/A
	4	2	100.0	N/A	N/A	N/A	N/A	N/A
	5	2	100.0	N/A	N/A	N/A	N/A	N/A
	6	3	100.0	N/A	N/A	N/A	N/A	N/A
	7	4	100.0	N/A	N/A	N/A	N/A	N/A
	8	2	100.0	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	3	100.0	I/S	I/S	I/S	I/S	I/S
	4	4	100.0	I/S	I/S	I/S	I/S	I/S
	5	2	100.0	I/S	I/S	I/S	I/S	I/S
	6	2	100.0	I/S	I/S	I/S	I/S	I/S
	7	1	100.0	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2004</b>	3	2	100.0	N/A	N/A	N/A	N/A	N/A
	4	2	100.0	N/A	N/A	N/A	N/A	N/A
	5	2	100.0	N/A	N/A	N/A	N/A	N/A
	6	3	100.0	N/A	N/A	N/A	N/A	N/A
	7	4	100.0	N/A	N/A	N/A	N/A	N/A
	8	2	100.0	N/A	N/A	N/A	N/A	N/A
<b>2005</b>	3	3	100.0	I/S	I/S	I/S	I/S	I/S
	4	4	100.0	I/S	I/S	I/S	I/S	I/S
	5	2	100.0	I/S	I/S	I/S	I/S	I/S
	6	2	100.0	I/S	I/S	I/S	I/S	I/S
	7	1	100.0	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	3	100.0	I/S	I/S	I/S	I/S	I/S
	4	4	100.0	I/S	I/S	I/S	I/S	I/S
	5	2	100.0	I/S	I/S	I/S	I/S	I/S
	6	2	100.0	I/S	I/S	I/S	I/S	I/S
	7	1	100.0	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
<b>2004</b>	3							
	4							
	5							
	6							
	7							
	8							
<b>2005</b>	3	3	100.0	I/S	I/S	I/S	I/S	I/S
	4	4	100.0	I/S	I/S	I/S	I/S	I/S
	5	2	100.0	I/S	I/S	I/S	I/S	I/S
	6	2	100.0	I/S	I/S	I/S	I/S	I/S
	7	1	100.0	I/S	I/S	I/S	I/S	I/S
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 24)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	30.7%	15.5%
Retention rate	0.0%	No change	1.6%	3.0%
Attendance rate	95.6%	Up from 93.7%	96.0%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	8.3%	Down from 20.0%	3.4%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.3%	Down from 20.0%	2.8%	4.6%
Eligible for gifted and talented	0.0%	No change	32.1%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.0%	Down from 10.0%	9.8%	13.6%
Older than usual for grade	0.0%	Down from 9.5%	2.1%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.7%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 2)</b>				
Teachers with advanced degrees	50.0%	No change	57.4%	51.8%
Continuing contract teachers	100.0%	No change	82.6%	78.1%
Highly qualified teachers	50.0%	Down from 100.0%	89.9%	89.6%
Teachers with emergency or provisional certificates	0.0%	No change	2.8%	6.0%
Teachers returning from previous year	83.3%	Up from 66.7%	87.3%	85.4%
Teacher attendance rate	99.4%	Down from 99.7%	95.3%	94.9%
Average teacher salary	I/S	I/S	\$43,499	\$41,328
Prof. development days/teacher	8.0 days	Up from 5.0 days	11.2 days	11.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 20.0	5.0	3.0
Student-teacher ratio in core subjects	12.0 to 1	Up from 9.5 to 1	22.5 to 1	21.3 to 1
Prime instructional time	94.9%	Up from 93.4%	90.4%	89.3%
Dollars spent per pupil*	\$9,518	Up 39.7%	\$5,404	\$6,022
Percent of expenditures for teacher salaries*	68.1%	Up from 62.1%	67.5%	61.7%
Opportunities in the arts	Poor	No change	Good	Good
Parents attending conferences	99.0%	No change	97.9%	96.1%
SACS accreditation	No	No change	Yes	Yes
Character development program	Good	Up from Below Average	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	91.1%		89.4%	
Highly qualified teachers in high poverty schools	94.3%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		No	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Daufuskie Island Elementary School is a small school serving 25 students in Pre-K through grade 8. Two teachers meet the needs of these students through a multigrade instruction structure. Parent and community support is strong.

The school earned a Palmetto Silver Award for improvement of scores on the PACT. Steady progress is being made to bring in needed resources for the students. To that end, a close partnership has been formed with Hilton Head Elementary allowing nursing, technology, media, and administrative support not previously experienced. Additionally, budget support was provided by the Hilton Head bookkeeper.

Mrs. Terry Skinner, teacher leader for the past four years announced her retirement in the fall effective January 1. A new teacher leader was hired and began in January. Mrs. Catherine Crum has worked closely with the principal who also serves Hilton Head Elementary, to meet the administrative as well as instructional needs of the school. Mrs. Crum works with the younger students. Mrs. Susan Tucker teaches the older students. She left at the end of the school year. A new teacher has been selected for the 2005-2006 school year.

The community works in and for the school. There is a strong sense of ownership of this tiny jewel of a school on this somewhat secluded island. Though small, and with the obvious limitations of such remoteness, parents prefer to keep their children at the school rather than shipping them across the water to the larger Hilton Head neighboring schools.

The school is committed to continual instructional improvement in the coming year.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	2	4	2
Percent satisfied with learning environment	I/S	I/S	I/S
Percent satisfied with social and physical environment	I/S	I/S	I/S
Percent satisfied with school-home relations	I/S	I/S	I/S

\*Only students at the highest middle school grade level at this school and their parents were included.